National Congress Bulletin

MAY 1953 PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 20, NO. 9

Dear P. T. A. Presidents:

SPRING is here, and the outdoor world shines with gold and green and rings with the exuberant shouts of children freed from winter's imprisonment indoors. Already our boys and girls are on tiptoe in eager anticipation of their summer activities—swimming, hiking, camping, fishing, picnics, trips, and all the other pleasures that vacation brings.

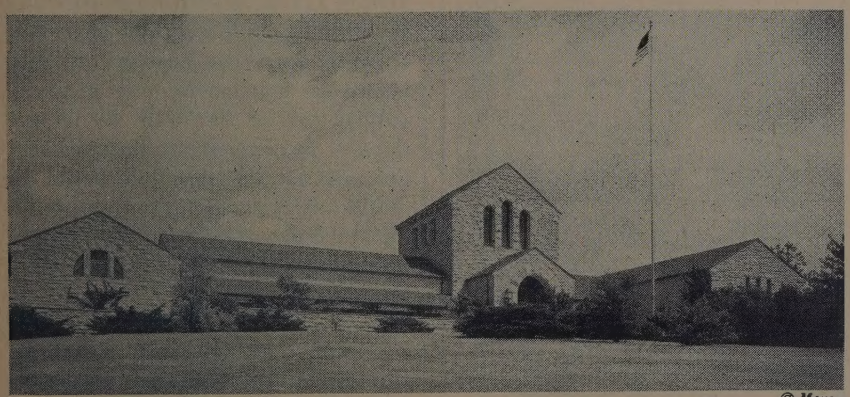
• Parents too are looking ahead to the summer months—but with mingled feelings. Their pleasure in the relaxed routine of vacationtime is shadowed over with doubts. Can they keep their youngsters happily and safely occupied day upon day?

• As always where children are concerned, the P.T.A. can be of help. Of course the official P.T.A. year is drawing to a close, and regular meetings are not held during the summer. But P.T.A. obligations to children and youth are not stowed away, like winter woolens, for the summer months. Let me remind you of the very helpful article in the April issue of the *National Parent-Teacher*, "Vacations Are Wonderful for Learning." It might very well serve as a stimulus—or a check list for a P.T.A. survey of the community's resources for safe and interesting summer activities. Individual parents too will find it helpful and suggestive.

• As you "close your books" for the P.T.A. year 1952–53, I should like to sit down with each of you for a chat about your experiences and achievements. I can't do that, of course, but I'm going to ask you some questions here and now, just as if we were sitting talking together. You needn't send me your replies, but I hope you will answer these questions fully and carefully anyway.

1. How inclusive has your membership been? Have you reached out and brought into membership everyone who has children or is interested in children and youth? Have you made everyone feel welcome and comfortable?

2. Have you involved all your members in the activities of the association? Did you discover each member's talents and interests and skills? Did you give each one an opportunity to take part in those projects for which he had a special concern or special skills? (Personally I could never qualify for participation in the musical activities of my P.T.A., but I do feel at home in the kitchen preparing refreshments or out front greeting people.)



© Meyers

• The Will Rogers Memorial at Claremore, Oklahoma, continues to draw visitors the year round. It is not far from Oklahoma City, scene of the national convention.

3. Have you encouraged members to take part in discussions at the monthly meetings? Have the discussions been timely, close to the problems and interests of the members?

A P.T.A. member recently told me that during the two years of her membership not once had school problems been mentioned! That doesn't seem possible, does it? Aren't members interested in what is being taught in the school, and how? Aren't taxpayers interested in school costs? Aren't parents interested in safe, adequate school facilities and in good teachers for their children? Perhaps the community where this member lived was fortunate enough to have a model school building and an adequate supply of well-qualified teachers, but that's not so in many places. No spot in our great country is isolated; the forces that affect one section affect all in time. Wherever we live, we face similar problems, and our P.T.A. is the place to discuss them and work toward solutions.

4. What has your P.T.A. done to help parents become "better" parents? Did your unit set up study-discussion groups and use the valuable study course programs in the *National Parent-Teacher?* Child growth and development is a fascinating and rewarding subject. As members think out together the problems of child behavior—and parent behavior!—they find new sources of strength and a new self-confidence that increases their joy and skill in their relations with their children.

5. What has your P.T.A. done to make your community a better place in

(Continued on page 2)

which to bring up children and youth? Is it safer, more healthful, more wholesome because of your P.T.A.'s work?

6. Finally (it is difficult to limit these thoughts—I am so deeply interested in what you have done), have your members had a sense of "togetherness"? Have they had the heart-warming experience of sharing thoughts and problems and insights? One of the most satisfying benefits of P.T.A. work is this sharing with others. Through it comes enlightenment, increased happiness, and an easing of one's burdens.

● Let us be constantly aware that our purpose is not to entertain our members (although we should have a social period in which to enjoy each other's company). Our real goal is *study and action that will benefit children and youth.* Let us keep it always before us.

● Study again the suggestions offered in the Action Program for Better Homes, Better Schools, and Better Communities. Remember that the ideas offered there are for you and your local unit to adapt to your own local needs. Our homes, schools, and communities are affected by national and international events. Let us emphasize, then, that better homes, schools, and communities can help create the better national life and international understanding that we strive for.

● One final question—or rather a plea. Will you, at your May meeting, make sure that every member has had an opportunity to contribute to our headquarters fund? Our national home is rising. The weather has been favorable, and the workmen are now above ground. We welcomed the sight of their heads like the flowers of May! It is exciting—seeing a dream come true. We have shared the vision; now let us share the reality.

● This month we meet in Oklahoma City for our national convention. At our preconvention planning I found myself wishing again and again that every one of you could attend every event. A wonderful experience awaits those who are coming. I look forward to seeing many of you.

Loyally yours,

Lucille P. Leonard

MRS. NEWTON P. LEONARD, *President*
National Congress of Parents and Teachers

Oklahoma City on the Air

The national convention scene can be as close as your radio Monday, May 18, when two participants, Mrs. Newton P. Leonard, our national president, and Mrs. Sarah C. Caldwell, president of the National Education Association, take to the air for a brief chat. The program, a live broadcast, will consider "Tomorrow's Challenge—Education for American Leadership." It will originate from Station KOMA in Oklahoma City and be transmitted nationally through the Columbia Broadcasting System. The scheduled time is 2:15 p.m. (Central Standard Time). Consult your local C.B.S. station to make sure this program will be presented in your community, and watch the newspapers for the time it will be broadcast.

Oklahoma City observes Central Standard Time throughout the year.

FLASH—

Surpassing every year of our history, the membership gain for the twelve-month period ending April 15, 1953, was more than seven hundred thousand! This brings the total membership of the National Congress of Parents and Teachers to

7,953,806

—an enrollment that reflects the enormous vitality of the parent-teacher movement throughout America.

Our national president and the members of the Board of Managers join in paying tribute to all those whose devoted efforts made this record membership possible.

Bagging Sixty Pounds of Headquarters Earth

THESE P.T.A. MEMBERS in Kentucky are stitching small bags to hold samples of earth from our headquarters site. Before the foundations were laid some sixty pounds of clay from the lot was shipped by request to the Kentucky Congress. It was then repackaged for use in raising funds for our new building at the state convention. Mrs. Charles T. Shelton, state chairman of legislation, believes that "the idea will not only be novel but will add zest to the giving at convention time." The use of "pay dirt" is only part of Kentucky's ambitious headquarters campaign, reflected in its rapidly rising contributions.

NATIONAL CONGRESS BULLETIN

Volume 20 May, 1953 Number 9

Published monthly from September through May, bimonthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 30 cents a year. Entered as second-class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora, Illinois, December 21, 1939.

EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

Publications and National Parent-Teacher

Editor-in-Chief: Mrs. Eva H. Grant
Managing editor: Mary A. Ferre
Senior assistant editor: Mary Elinore Smith
Assistant editors: Josephine Costantino, Mrs. Vera Dickhoff, Margaret Reynolds.

Administration Projects

Assistant editor: Mrs. Cora G. Barron.

WHAT OUR CONGRESS PARENT-TEACHER GROUPS ARE DOING...

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• No stage prop, but a real cake, is the center of attention as these officers of the Kansas Congress and the Wichita Council join in a studio celebration of Founders Day, broadcast over station KFH. Also looking on are the broadcasters who played host. The program originated February 17 in Wichita.

Radio Celebrates Founders Day

With a cluster of studio mikes and cameras in the foreground, the Kansas Congress met the listening audience and its host, radio station KFH, for the second annual broadcast of Founders Day festivities February 17. There was a four-tiered cake, with fifty-six candles, of course, marking off the years since 1897. Mrs. Howard Calkins, radio and television chairman for both the Wichita Council and the state congress, arranged the program, which originated in Wichita.

Floyd Pope, a Wichita school principal and council chairman of character and spiritual education, read the P.T.A. prayer. P.T.A. members then related highlights of the organization's past and described current activities. Many were interviewed by Ethel Jane King on "E.J.'s Notebook" and by Don Anderson during "Breakfast Frolic" time. A round of songs, including "The Little Red Schoolhouse," completed the broadcast, which is well on its way to establishing a radio tradition.

"Know Your Schools" Day

Most parents have frequent opportunities to gain a working knowledge of the school their childen attend, from parent-teacher conferences, P.T.A. meetings on the school premises, and open-house programs sponsored by the staff. But how many know what's going on in adjacent schools and can relate their children's curriculum to the program of the entire school system?

Nashville Council decided to try an experiment. With the cooperation of the board of education, it sponsored a visiting day at twenty-one schools in the city. Lists of these schools were sent to the presidents of local P.T.A.'s. In making the choice of school, each member was asked to visit a school other than the one his children attended. Parents were free to attend as many schools as they liked.

More than two hundred participated and spent the entire day in visits. The program began at a centrally located school, where everyone assembled for orientation. Mrs. Tom Bland, president of the council, explained the purposes of the program. School officials encouraged parents to criticize any phase of the system that was not meeting education standards.

Mothers and fathers then went to the school of their choice. They met with the principal and later broke up into groups of two and four to visit classrooms and observe teaching methods. Lunch was served in the school cafeteria or in the home economics classroom. Afterward a general inspection of the school plant was conducted by the principal or by a student. School was dismissed at 1:55 p.m., and parents spent

• The Oregon Congress occupied a booth at Malheur county fair in Oregon last fall. Dolls in the exhibit represent different aspects of the Permanent Platform.

the balance of the day discussing the school program with the principal and the faculty.

At the end they were asked to evaluate what they had seen. Although there was some criticism of physical features —inadequate storage space, for example—not one complaint was voiced about the methods of teaching. Many parents were especially impressed with the way in which Americanism is taught in both elementary and secondary schools.

Mrs. R. H. Poag, council director of education, says, "If more programs of this type were used in school systems, we would not hear so much criticism of our schools. . . . If comments of the parents aid us in evaluating the program, it was a huge success."

A Hand at the Wheel

High school students are often in the driver's seat of their own or the family car, and that's the position they occupied figuratively at a recent meeting on traffic safety in Chicago. They were there to decide for themselves how the problem of the teen-age driver can be remedied. Students from all high schools in the city and the surrounding five-county area met under the sponsorship of the Citizens Traffic Safety Board and the Chicago Motor Club.

Mrs. Arthur Walldin, safety chairman of the Illinois Congress, shared in the planning of this conference and served as one of the twelve adult advisers to the group meeting. Mrs. H. L. Trugman, Illinois region representative to the Safety Board, was also present.

The student delegates asserted that most of their bad driving habits came from observation of the careless driving of their elders. They all agreed that traffic laws are not enforced strictly enough. Student leaders must be urged to make safe driving popular enough in teen-age circles to overcome the prestige attached to speeding and reckless driving.

Tribute to a Leader

The gratitude of a P.T.A. in Mariemont, Ohio, to its late leader, Ann Buntin Becker, found its expression in a recent gift to their branch library. Dale Park P.T.A. donated funds to establish a "Family Bookshelf" in Dr. Becker's honor; it will include Congress publications and other literature devoted to parent education and child welfare.

Dr. Becker was distinguished for her pioneering work for children in the community. Mrs. Kenneth W. Tieman, publicity chairman, informs us that she was the first dental assistant in the Cincinnati dental clinics and later became supervisor throughout the city. With her inspiration the Summer Round-Up was initiated in Mariemont. She was at one time a vice-president as well as health director of the Ohio Congress and also served as secretary of the Child Welfare Board. Through this new library collection parents and teachers in Mariemont will continue to feel her generous influence.

* * *

In a Midwest city three P.T.A. presidents are working with a board of education member and three school principals in preparing recommendations to the board on the use of new "all purpose" rooms that have been built as additions to older schools.

* * *

The Congress pamphlet *The P.T.A. Needs You* was put to work this spring in a Texas town of 12,000 to enlist new members. This was the joint project of the parent-teacher association and the superintendent of schools. Every classroom teacher was released for the day in order to make home visits, accompanied by a parent member. Classrooms meanwhile were staffed with school patrons, who supervised study hours. The parent-teacher teams explained the objectives of the P.T.A. and left copies of the pamphlet in each home they visited.

• Seward P.T.A. of Seward, Alaska, informs us that it has just concluded its first membership drive, with an increase of 300 per cent in enrolment. A dramatization of the National Congress membership skit, "Who, Me?" started the ball rolling when it was presented over station KIBH last fall. Continued conscientious work by parent-teacher members did the rest. Seward has been in membership with the National Congress since November 1946.

50-or-more and 100-or-more Clubs

Associations with a total of fifty or more *National Parent-Teacher* subscriptions to their credit for the year 1952–53 will be recorded in the June-July issue of the *Bulletin.* This achievement, as you probably know, entitles the unit to membership in one of our two honorary clubs—the Fifty-or-More or the Hundred-or-More—depending on the number of orders the units have sent in.

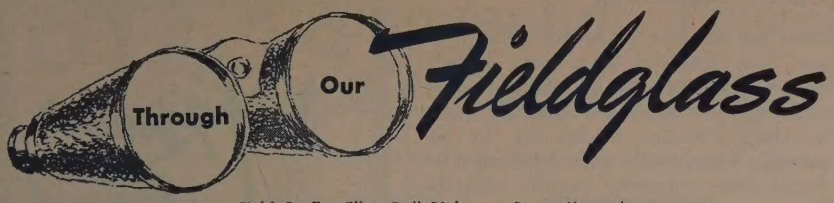
In addition to their orders these P.T.A.'s have submitted the following information to qualify:

1. The number of subscriptions (fifty or more).
2. The date they were forwarded.
3. The name of their P.T.A.
4. Their city and state.
5. The name of their president.

The actual period to be recorded extends from April 1, 1952, through March 31, 1953. Units whose orders were postmarked locally by March 31 will be represented in the forthcoming list, which is scheduled for June-July publication to ensure distant and near-by associations an equal chance for inclusion.

If your unit has yet to attain membership, why not start working now toward admission next fall?

• P.T.A.'s may obtain free copies of this poster, in full color, 18 by 26 inches, by writing to the Savings Bonds Director in their state, or to the Education Section, U.S. Savings Bonds Division, Treasury Department, Washington 25, D.C.



Field Staff: Ellen Dell Bieler • Dema Kennedy

Through Our Fieldglass is prepared from material gathered by members of the field staff "on location."

P.T.A. Parents Enrich the School Program

An exciting idea is being put into practice by a number of P.T.A.'s in various parts of the country. The idea is called "Fifty Teachers to a Classroom." It takes its name from a booklet of that title, which was prepared as a guide by the Committee on Human Resources of the Metropolitan School Study Council and published by the Macmillan Company.

One teacher can't know everything that the children in his classroom want and need to know. How can each class, then, be provided with an adequate number of teachers, particularly teachers who are practicing specialists, who through their first-hand knowledge and experience can bring the actual world into the classroom and thus make the subject of study come alive? It sounds impossible, but P.T.A.'s, acting as "community integrators," are doing it.

In every community wonderful educational resources are going to waste because the school doesn't know about them. In every community are men and women—parents and other citizens—with hobbies, talents, experience, special information and skills that could be utilized to enrich classroom work.

P.T.A.'s are locating these human resources and making them available to the classroom teacher. Their usual procedure is to send out a questionnaire to parents and other citizens to discover what information and skills exist in the community. The florist's knowledge of plants, the pharmacist's knowledge of chemicals, the airplane pilot's knowledge of geography and weather; the skills of the carpenter, the auto mechanic, the photographer, the mother who sews, dances, or knows a handicraft; the information of citizens who have lived or traveled in other states or in foreign countries—these are invaluable teaching aids.

The P.T.A., once it has collected the data, records the information on cards and files the cards in the principal's office. (Sometimes a room representative makes a duplicate file of the people with resources of special interest to a particular grade level.)

> Teachers use the file to find people who can enliven and enrich the particular unit a class is working on. For example, a teacher, looking for a resource on Burma, found that the P.T.A. file listed a mother who had served with the American Red Cross in the China-Burma-India area during the war. A gym teacher utilized the talents of a Spanish-American mother in teaching folk dancing. The mother spoke no English, but her eyes sparkled with joy as she exhibited the dances of her native country. Imagine her little daughter's delight and pride in having her mother a teacher at school.
>
> P.T.A.'s report that the file serves also as a splendid source of material for their programs.

Before undertaking such a project, we are told, the P.T.A. should make sure that the school is interested. If the teachers understand it, believe in its usefulness, and want it as a teaching aid, the project can become one of the P.T.A.'s richest ventures in home-school-community cooperation.

When a small boy in Portland, Maine, was seriously injured in an accident three years ago, members of his school's P.T.A. gave blood for the transfusions that saved his life. Soon afterward, at the suggestion of this local unit, a city-wide blood bank was sponsored by the Portland Central P.T.A. Council in cooperation with a local hospital. Each of the council's sixteen P.T.A.'s keeps a list of donors who are willing to give blood whenever it is needed, thus maintaining a constant supply for emergency aid.

* * *

One of our parent-teacher councils recently sponsored two public meetings on the subject of school reorganization. More than four hundred persons attended, and many took part in lively discussion from the floor. They gave their views of what they wanted school education to do for the children of their community. A survey to find out which system of school organization will give children the best possible education is under consideration.

* * *

The progress of the fall P.T.A. membership enrollment drive was charted in an unusual manner at the Jere A. Wells School, East Point, Georgia. At the beginning of the campaign, a bare-branched oak tree nine feet high was cut from brown paper and placed in the entrance hall. Every branch represented a home room. As enrollment progressed, the name of each new member was written on a paper leaf and attached to the proper branch. When the drive ended, the tree was ablaze with bright autumn colors.

GARDEN CITY P-T-A
Jones • Garfield • Hutchison • Alta Brown
A DECISIVE
A trusted and long established PARTNERSHIP
A COMMUNITY-WIDE public relations agency

• Garden City Council was on hand to greet teachers at the Kansas State Teachers Association convention held in their city last fall. Shown here is the P.T.A. information table, with Mrs. Ralph Hinkle (center) in charge.

Talking Back and Forth

"Teen-agers Talk Back," a weekly broadcast originating in the East, isn't as one-sided as it sounds. Actually it's an exchange, mostly friendly, between two parents and two teen-agers on questions of interest to both.

> The idea started in the office of the local station manager. He called P.T.A. presidents in the community together and asked for their reactions to his idea. They approved heartily, and chairmen from study-discussion groups and radio and television committees were added to the planning group.

Questionnaires to parents and youth followed, inviting their cooperation in establishing a successful broadcast. Each was asked to list in order of preference the questions to be discussed on the program and to indicate their desire to be a participant.

Among the topics already discussed are these:

How can I be popular?
Why plan after high school?
How can we improve the high school dances?
What about drinking or smoking?
When should dating start?
Is there too much homework?
When does the teen-ager drive the family car?

These panels are moderated by a university professor or by a mother who is a high-school teacher. The panel members represent a cross section of the community, usually chosen because they are interested in a specific problem.

The program is exciting considerable interest in the community. The field worker asked several parents what they felt was being accomplished. Each independently expressed the view that too often parents issued edicts because of age and authority, without giving much thought to youth's point of view. Each also said that adolescents must recognize their part in improving human relations at home.

* * *

One P.T.A. in the West reports a splendid school lunch project. More than half the Indian and Spanish children cannot afford the cost of the school's hot lunch, and for them the meal must be provided without charge. At the request of the P.T.A., six major farmers, who produce great crops of vegetables for the market, have agreed to donate their culls to the school. The culls are in excellent condition but do not meet shipping requirements. A teacher has provided a large cave cellar for storage, and into this larder farmers pour the good fresh vegetables—potatoes, carrots, cabbages, beans, and onions—for school lunches.

A Book Wagon Trail

Even the smallest mountain villages in one New England state have library service, thanks to the book wagons that visit 689 rural schools regularly. These traveling libraries, started in the depression when funds were drastically reduced, have expanded rapidly with the encouragement of several organizations. Notable among these is the state congress, whose chairman of reading and library service compiled an important bulletin in 1945 on the need for more library service.

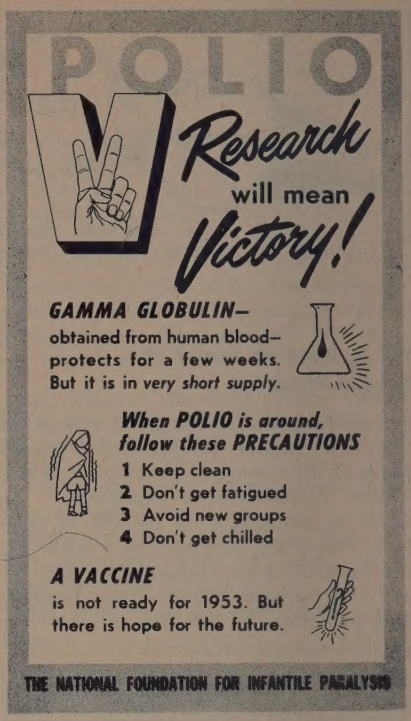
> The state congress also sponsored the World Community of Books poster contest to celebrate United Nations Week and International Book Week, with the cooperation of the Free Library Commission. It has shared in sponsoring a radio series, "Books Bring Adventure," distributed reading lists to its membership, and promoted the Care-UNESCO Book Fund.

Legislation and the Exceptional Child

Legislation is catching up with our knowledge of the exceptional child, and the state congresses can take credit for closing this gap. In one New England state the present act, providing only for the physically handicapped and blind children, is being supplemented by a new bill aimed at gifted and mentally retarded children.

At present this state has only one school for mentally retarded children, privately financed by the parents. They are now organizing their own Congress unit, spurred on by a staff teacher who attended the state congress convention last fall. She then participated in a panel on the exceptional child, bringing some of her own experiences with retarded children to the convention body.

• Lunching at the College of St. Scholastica in Duluth, Minnesota, are Dema Kennedy, field worker, Sr. Rose, dean of the college, Sr. Celestine, chairman of the social science division, and Mrs. J. P. Livingston, first vice-president of the Minnesota Congress. Later Miss Kennedy outlined the scope of parent-teacher activities at a convocation of the college.


POLIO
Research will mean Victory!
GAMMA GLOBULIN—
obtained from human blood—
protects for a few weeks.
But it is in very short supply.
When POLIO is around, follow these PRECAUTIONS
1 Keep clean
2 Don't get fatigued
3 Avoid new groups
4 Don't get chilled
A VACCINE
is not ready for 1953. But there is hope for the future.
THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS

ON THE ALERT FOR POLIO

Recent news of the use of gamma globulin, a component of human blood, for temporary protection against polio has cheered parents across the country and strengthened hope that permanent immunization against this crippling disease may soon be developed. The National Foundation for Infantile Paralysis cautions parents, however, that gamma globulin (GG) will be in very short supply for the polio season of 1953. It has released the following advance information for families:

> Gamma globulin is a fraction of human blood that contains polio-fighting antibodies. An inoculation of GG is effective *for a short time* in preventing paralysis caused by polio. All available supplies are being pooled in a national stock pile for distribution directed by the Office of Defense Mobilization. These will be allocated according to a plan recommended by an advisory committee of the National Research Council. All GG will be distributed free of charge to state and territorial health officers.

The background of this and other promising research discoveries is traced by Hart E. Van Riper, M.D., in the May issue of the *National Parent-Teacher*. "Progress Report on Polio" describes work on a vaccine not yet ready for distribution that will give longer protection than gamma globulin. Both developments are a long stride forward in the battle against a disease that has long been virulent in its attack upon children.

A. A. S. A. Convention Topics of *Special Interest* to P.T.A. *Members*

Mrs. Newton P. Leonard
President

Mrs. Otto Eisenstein
Vice-president

Mrs. O. G. Hankins
Vice-president

Mrs. J. W. Heylmun
Vice-president

Mrs. S. Theodore Manduca
Vice-president

These officers represented the National Congress at this important meeting.

● Presenting some of the highlights of the recent convention of the American Association of School Administrators in Atlantic City, as seen by national vice-presidents Mrs. Otto Eisenstein, Mrs. J. W. Heylmun, and Mrs. S. Theodore Manduca. Mrs. Newton P. Leonard, our national president, participated in many of the meetings.

Controversial Issues in American Life.

● This was the topic of a lively discussion on the problem of maintaining objectivity in the classroom today. Dictatorships do not deal with controversial issues in their schools, said Harold Benjamin of George Peabody College, for they deny that opposing views need be considered. Americans believe that the process of learning must be through free choice, not through "dissensionless" teaching. This requires that teachers be better informed, said Lindley J. Stiles of the University of Virginia, and that they consider the maturity of their students when presenting issues. Community groups must learn to work together since they are all responsible for shaping the curriculum. Dr. Stiles asserted that the P.T.A. is essential to such a program. School administrators "have been answer-givers and policy-makers for too long. We need to bring in the community. Public education is a program of consent of the people."

Positive Approaches to Public Relations.

● To insure that school needs are met, good public relations are vital. Schools must use every organ of communication to reach the public and to interpret their program. Noel Wical of *The Cleveland Press* suggested that in their news releases schools tell what, how, and why particular subjects are taught. P.T.A. members, especially those serving as room representatives, form a firm bond between the schools and the community.

Planning Today's Bond and Levy Campaigns.

● This subject, in which P.T.A.'s are vitally interested, came in for close and candid examination. Henry Russell, a New York lawyer, urged that the ballot proposition for school financing be a simple one. "A request for a blank check in education is an unreasonable one. The proposal need not be an exact charter but should be couched in layman's language for greater understanding and support." He felt that there should be a continuous program of cooperation with lay committees, not limited to financing campaigns only. P.T.A.'s do splendid work in disseminating information, he emphasized.

Developing School Board Policy in Small School and Rural Districts.

● Mrs. Oscar E. Hedin, president of the Minnesota School Board Association, defined a small school area as one with a population of less than ten thousand and a rural district area as one with a population of less than twenty-five hundred. Board policy should be custom-made, reflecting the community needs. It should permit full use of the superintendent as a trained administrator. Lay participation in planning should be encouraged, said Rayburn J. Fisher, assistant superintendent of the Jefferson County Schools of Birmingham. Both speakers placed emphasis on written policies as a substitute for arbitrary or hit-or-miss decisions by board members.

The School Board and Its Printed Policies.

● Who should formulate these written policies? The board of education, school administrators, and teachers, setting down the duties and responsibilities that rightly belong to each, said Mrs. Harold Meeks, of the East Baton Rouge Board of Education. A committee of parents could well assist in reviewing and evaluating policies that concern such programs as health, safety, attendance, and discipline. Roald Campbell of Ohio State University urged that school boards re-examine their personnel policies because teachers have become more professional, employment conditions must be made more attractive, our knowledge of human relations has increased, and democratic values demand this review.

Teacher and Community Participation in Curriculum Planning.

● What should be done to close the gap between the schools and their communities? Gilbert S. Willey, superintendent of schools, Winnetka, Illinois, had this to say: "The P.T.A. is the forerunner of the type of cooperation needed. Many parents have wanted to be of service, but we in the schools have used the P.T.A. too long as a handmaiden and

have not given parents the full responsibility in school affairs for which they are eager and competent." Parents are often more progressive than teachers when they meet together in cooperative planning, he asserted. He cited several school systems, including his own, in which curriculum planning is being carried on with parents and other lay citizens.

U.N., UNESCO, Nationalism, and the Schools.

● Luther Evans, Librarian of Congress, said that the charge that the United Nations and UNESCO are trying to destroy nationalism is false. On the contrary, they attempt to find ways for nations to cooperate. Their goal is to keep channels of communication open. The conclusion of the audience was that it is a mistake to separate the study of the U.N. and nationalism from other subjects in the classroom. They should be integrated into existing civics and world history classes.

Improving Education in the Primary Schools.

● Howard Lane of New York University hoped that the upper grades and high schools would follow the lead of the primary grades in moving away from standardized lessons. Any school program that attaches the child's self-esteem to the rapidity with which he learns to read will continue to produce the 20 to 30% of reluctant readers now found in our schools. While reading and writing should continue to be important activities, they should never be crucial to any child's vital, eager participation in activities of his group. Many children enter school too early, he stated; this is a problem in parent education rather than in child education. Discussion brought out the value of letting the teachers develop their own patterns of work rather than follow directions. The National Congress representative called attention to the study courses in the *National Parent-Teacher*. She also described how parents and teachers are working together to develop booklets for families with preschool children. When they share in planning such books, parents can then recognize all the problems of those first days in school.

In Summary.

● The attacks on public education, its teachers, and its textbooks were an important issue throughout the convention, and almost every speaker and discussion group directed at least part of their remarks to these attacks. This crucial question came before the entire convention body when the resolutions were adopted. One resolution affirmed that the organization welcomed constructive, sincere, and well-intentioned criticism.

Another topic stressed was lay participation in public education. Again and again, from platform and from discussion groups, the P.T.A. was mentioned as the means for promoting better community understanding of what constitutes a good school. Your National Congress representatives left Atlantic City deeply aware of the necessity for vigorous interpretation of our current Action Program, in order that we may merit the great confidence educators are placing in us.

● P.T.A. members and military personnel at Fort Bragg, North Carolina, chart a joint program of aid to handicapped children in two near-by schools. From left to right are Mrs. John Soule, unit president, Col. Harvey B. Shelton, deputy post commander, Mrs. R. L. Dunkle, member of the committee on the exceptional child, and Capt. Virginia L. Frost, staff member at Fort Bragg Hospital.

ARMY OFFICIALS and the P.T.A. have joined hands at Fort Bragg, North Carolina, in a program for exceptional children. Initiated by the unit's committee on the exceptional child, the program will provide the services and instruction of the physiotherapy department at Fort Bragg Hospital to pupils at Principium Retardation School and Fayetteville School for Exceptional Children. Youngsters will receive therapy on a "released time" basis.

Fort Bragg P.T.A. has grown from 240 members in 1949 to 1,044 in 1953. A new school building has been erected and plans for the addition of ten more classrooms approved. A summer camp has also been launched. The hospital staff assists in carrying out the Summer Round-Up.

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